



DELAINÉ EASTIN
State Superintendent of Public Instruction

DEPARTMENT
OF
EDUCATION
721 Capitol Mall
P O Box 944272
Sacramento, CA
94244-2720

August 31, 2001

Dear Directors of the Community-Based English Tutoring (CBET) Program:

CBET Program Survey Results

Last spring, the California Department of Education (CDE) conducted a survey of all Local Educational Agencies (LEAs) which participated in the CBET Program during the 2000-2001 school year. At this time, we are pleased to provide you with a copy of the report entitled ***Current and Historical Levels of Implementation in the Community-Based English Tutoring Program: Year 2001 Survey Results***.

This report contains the results garnered from 434 of the 485 LEAs participating in the program during the 2000-01 school year. This represents an 89.4 percent return rate. In the spring of 2002, the CDE plans to repeat the survey procedure and in this way continue the process of gathering longitudinal data on the implementation of the CBET Program.

The report may be duplicated as long as proper attribution is given to the CDE. A copy of the report is also posted in the CBET Program Library located at the CBET Web pages:
(www.cde.ca.gov/cilbranch/cbet/cbetlibrary.html).

Questions or concerns regarding this survey or any other aspect of the CBET Program should be directed to Jorge Gaj or David Dolson, Educational Programs Consultants in the Language Policy and Leadership Office at (916) 657-2566.

Sincerely,

Jan Mayer, Manager
Language Policy and Leadership Office

JM:DPD:hcb

Enclosure

Current and Historical Levels of Implementation in the Community-Based English Tutoring Program

Year 2001 Survey Results¹

Introduction

The Community-Based English Tutoring (CBET) Program was established by the passage of Proposition 227 in June of 1998. Specifically, Education Code (EC) 315 called for the allocation of \$50 million annually from the State General Fund for a ten- year period to provide additional funding for the purpose of free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring. Local Educational Agencies (LEAs) which apply, receive apportionments based on the number of English learner students enrolled as reported on the Language Census (R-30). In the first four years of funding, the average annual allocation per English learner student has been approximately \$37.00²

In April of 2001, staff of the Language Policy and Leadership Office of the California Department of Education (CDE) distributed a survey (See Appendix A) to the 485 LEAs funded in FY 2000 to operate the CBET Program. This survey represents continuing efforts to systematically collect information on the implementation of the program. At the time that this report was produced, 434 (89.4 percent) of the participating LEAs had returned the survey form.

¹ This report was prepared by Jorge Gaj and David Dolson, Educational Programs Consultants in the Language Policy and Leadership Office, Tel. (916) 657-2566. All data received from LEAs by August 10, 2001 were included in the database.

² Since Proposition 227 was passed in June of 1998 [Fiscal Year (FY) 1997], there was not sufficient time to allocate funds to LEAs for the 1997 school year. Later, the FY 1997 funds were allocated to LEAs in FY 1999.

Major Findings

Initiation of Services

Significantly 48.6 percent of LEAs did not initiate CBET Program services in the first year of funding (FY 1998). By FY 1999, all but 8.2 percent had begun to offer program services. In the year 2000, 100 percent of the reporting LEAs indicated that they were implementing the program.

Number of Participants

In FY 1998, statewide, the CBET Programs collectively enrolled 24,043 adult English language students. In FY 1999, the number increased dramatically to 82,855, and in FY 2000, the number increased again to an amazing total of 164,621.

Courses Offered

In FY 1998, the CBET Programs collectively sponsored 920 adult English language course sections. In FY 1999, the number tripled to 3,232. In FY 2000, the number more than doubled for a grand total of 7,936 individual course section offerings.

Hours of Instruction

In the year 2000, a typical CBET Program adult ELD course consisted of approximately 97 classroom hours of instruction during the period of a 16-week semester. No data were compiled for this item in 1998 and 1999.

Provider Agencies

Under current regulations, LEAs may provide CBET Program classes directly or may subcontract with other agencies such as school districts, county offices of education, libraries, community colleges or other colleges, or community-based organizations. In FYs 1999 and 2000, LEAs reported using the following delivery approaches:

Type of Delivery	LEAs Year 1999 Number (Percent)	LEAs Year 2000 Number (Percent)
Sole Provider	231 (71.30)	305 (70.20)
Other School District	42 (12.96)	41 (9.40)

County Office of Education	4 (1.23)	5 (1.10)
Library	10 (3.08)	6 (1.30)
Community/Other College	23 (7.09)	32 (7.30)
Community-Based Organization	18 (5.55)	22 (5.00)
Other Agency	25 (7.71)	31 (7.10)

Note that it is possible for a LEA to provide some classes directly and at the same time also subcontract with one or more agencies to provide additional classes. In FY 1999, all LEAs were school districts. In FY 2000, four county offices of education served as LEAs. Agencies mentioned by LEAs as subcontractors in 2000 include Head Start, American Friends Committee, The Literacy Council, DeNeve Associates, InnVision, and the YMCA.

Schedule of Classes

LEAs were asked to specify the number of courses provided during each of the time periods listed in the table below. Data for FYs 1999 and 2000 are displayed below.

Time Period	Year 1999 Courses Number (Percent)	Year 2000 Courses Number (Percent)
Weekdays	1,291 (27.7)	3,051 (39.1)
Late Afternoons	2,345 (50.3)	3,112 (39.9)
Weekends	124 (2.7)	306 (3.9)
Summer Session	899 (19.3)	1,328 (17.0)

Note that weekdays are defined as Monday through Friday until 5:00 p.m. and late afternoons are defined as the period after 5:00 p.m. on weekdays.

Instructional Staff

In FYs 1999 and 2000, LEAs reported assigning the following types of instructional staff to CBET Program classes:

Type of Staff Member	Year 1999 Staff Number (%)	Year 2000 Staff Number (%)
Teachers with any ELD Authorization	1,821 (57.4)	3,837 (63.0)
Teachers in Training for any ELD Authorization	154 (4.9)	206 (3.3)
Teachers with Other CCTC Credentials	254 (8.0)	195 (3.2)
Teacher/Instructional Aide Teams	431 (15.2)	1,551 (25.4)
Instructional Aides Assigned Independently	151 (4.8)	N/A
Other Instructors	308 (9.7)	276 (4.5)

There was a grand total of 3,169 staff assigned to the CBET Program in FY 1999 which nearly

doubled to 6,085 in FY 2000. Note that an ELD Authorization refers to any teaching credential or certificate issued by the California Commission for Teacher Credentialing (CCTC) that authorizes holders to provide English Language Development (ELD) to English learner students or adults. In 2000, the number of instructional aides that were assigned independently was not collected since this type of teaching configuration is not authorized by current statutes.

Instructional Materials

LEAs were asked to indicate the types of instructional materials used to conduct the ELD classes: (1) Commercially Developed, (2) Developed by the LEA, (3) Combination of Commercially Developed and Locally Developed, and (4) Other.

Types of Materials	Year 1999	Year 2000
Commercially Developed	81	86
Developed by the LEA	79	82
Combination of Commercial and Local	170	263
Other	35	23
Grand Total	365	454

Examples of materials used includes:

Collaborations (Heinle & Heinle)

***English Language Learning and Instruction System
Exploring English
Laubach Literacy
Oxford Press
Foundations Side-By-Side
Prentice Hall
Santillana
Steck-Vaughn***

Cross-Roads Café

***Express Ways
Hampton Brown
In English
New Interchanges
Pearson
Rosetta Stone
Scholastic
Word-by-Word***

Assessment

In FYs 1999 and 2000, 181 and 307 of the 324 and 434 LEAs respectively, which offered adult ELD classes reported administering an English language proficiency assessment to their adult ELD students. The types of assessments used in 2000, ranked in alphabetical order, are indicated below:

Name of Instrument	Frequency of Use
Bilingual Syntax Measure	3

CASAS	193
Collaborations	4
Crossroads	3
ELLIS	5
Expressways	3
Heinle & Heinle	1
IDEA	4
IPT	8
LAS	4
Laubach	1

Name of Instrument	Frequency of Use
Quick Assessment	3
Rosetta Stone	2
Side-by-Side	4
SOLOM	3
Spectrum	8
Woodcock-Munoz	3
Word-by-Word	1

Barriers to Implementation

When asked to provide examples of the most difficult problem encountered in implementing the CBET Program in FY 2000, some common responses by LEAs were:

- Making accommodation for the time of day parents are able to attend classes.
- Maintaining adequate attendance at the adult ELD classes.
- Finding a sufficient number of qualified teachers.
- Arranging and paying for childcare/babysitting services.
- Accommodating the various and multiple English proficiency levels of the adult groups.
- Finding space for adult classes.

Program Outcomes

When asked to provide examples of the most positive outcome associated with the CBET Program in FY 2000, some typical responses by LEAs were:

- Adults are making significant progress in English speaking and literacy skills.
- Parents feel more competent to assist their children.
- Parents are more comfortable participating in school activities.

- Overall increase level and quality of home/school involvement and interaction.
- Improved employment possibilities of participants.

Collateral Benefits

When asked if there were any significant collateral benefits of the CBET adult ELD classes, typical responses by the LEAs for FYs 1999 and 2000 were:

Response	Year 1999 Frequency	Year 2000 Frequency
More parent involvement in schools	255	341
Increased student attendance rates	65	138
Improved student school performance	88	184
Other	61	92

Other typical comments included:

- Increased opportunities for community to become familiar with technology/computers.
- Parents are in generally more informed about California public schools.
- Increased awareness and use of local public and school libraries.
- Increased level of parent interaction with children regarding school matters.
- Improved participation of Spanish-speaking in the school community.

Conclusion

Overall, even though the establishment of CBET Programs during 1998-99 and 1999-00 school years may have taken longer than expected, results of the third year of program operation (2000-01) indicate that the level of program implementation across the state has increased dramatically. At this level of implementation, the CBET Program is certain to achieve the primary intent and purpose of the law, to increase the overall level of English proficiency of the community.

The California Department of Education plans to continue to monitor the program through the annual administration of the CBET Program survey. A revised and improved survey will be conducted in spring of 2002. The results from that survey should provide additional descriptive data regarding the extent to which the CBET Program is being implemented throughout the state by the more than 504 LEAs that will receive funds for the 2001-02 school year.

